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ABSTRACT

A staff development model for community college part-time faculty is presented as developed at Clark County Community College (CCCC). Introductory material discusses staff development in the community colleges, the paucity of materials on the development of part-time faculty, and the creation of the model staff development plan at Clark. Next, the model is presented, including information on: (1) the administration of the staff development training program; (2) the determination of the training needs of part-time faculty in the areas of instructional development and delivery, legal aspects of education, community college missions, and classroom and laboratory management of education; (3) the development and organization of curriculum components, including specific potential curriculum items; (4) the identification of populations to be served; (5) the logistics of the training program, e.g., the development of short-term workshops during school breaks or on weekends; (6) program funding; and (7) the development of support services, including an advisory committee to plan workshops and liaison with related committees, and the creation of a part-time faculty handbook. (HB)

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A MODEL FOR THE STAFF DEVELOPMENT OF COMMUNITY COLLEGE PART-TIME FACULTY

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A MODEL FOR THE STAFF DEVELOPMENT OF COMMUNITY COLLEGE PART-TIME FACULTY

Introduction

Throughout the 1970's and into the present decade of the 80's, staff development in the community college has become a major priority on many two-year campuses (Hammons and Wallace, 1976). Conferences, workshops, seminars, university degree programs and training insititutes directed toward community college faculty and staff have proliferated. Likewise, the literature of staff development, especially that pertaining to in-service training as initially identified by Wallace (1975) and Tirrell (1976), has grown at an accelerated pace.

The need for staff development programs for full-time faculty has been well documented by numerous research studies. O'Banion (1972) stated that in-service training needs strong support because it provides the best opportunity for community colleges to renew and expand their programs. Unless staff members are supported in their professional development, the needs of students cannot be met. According to Houston and Pankratz (1980, p. iv): "The tragedy in American education is that, in spite of the high interest in staff development, current efforts are meager with trival results in terms of the teaching profession."

The community college not only has dared to examine itself but increasingly seeks a total comprehensive picture of its effectiveness in fulfilling its declared purpose and mission.

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However, according to Sessions (1979) there is an important constituency of the two-year college which is the part-time faculty member. Bender and Hammons (1972) related that few institutions have given serious attention to the critical role of part-time faculty and even fewer have developed structured plans for training and servicing them.

Most part-time faculty are employed for their professional competence, not for their pedagogical training. It falls to the employing institution to provide adequate orientation, in-service training, and opportunities for faculty development (Grymes 1977; McDougle 1980: Smith 1980). Part-time faculty who are not familiar with community colleges need to understand their missions, goals, programs, and procedures and be aware of students' particular educational needs (Gappa, 1984).

Although staff development for full-time community college faculty has been a concern for some time and formal attempts to assess specific needs made by researchers as Samlin (1967), American Association of Junior College (1969) and O'Banion (1972), only recently has any interest been shown in the part-time instructor. Anderson (1975, p. 64) has written that colleges must consider several vital cadre of part-time faculty. Of particular importance is the specific recommendation to: "encourage part-timers to participate in faculty meetings and staff training programs, and in college affairs in general." Hammons (1975) further suggested that if the talents of the part-time faculty are to be maximally utilized, each community college must develop a systematic program of preservice and in-service training for them. Lombardi (1975, p. 18) added

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credence to this by his statement that: "the lack of staff development, preservice orientation, and in-service training programs for part-time community college instructors is considered a serious problem."

It seems apparent from the foregoing data that critical needs exist for the staff development of part-time faculty in the community college. This need is particularly acute in the state of Nevada where the community college system is relatively new. Speaking directly to this issue, the president of Nevada's largest community college, Dr. Judith Eaton (1981) stated in a personal letter to this writer that:

> Clark County Community College is attempting to develop a comprehensive staff development program for part-time staff and would greatly benefit from recommendations concerning structure and substance in this area. On-going part-time faculty require institutional support as they continue to work with us in the development of programs and the realization of institutional goals. Comprehensive review of adjunct staff needs and concerns followed by a program of implementation based upon identified areas of growth will be of major value to the institution over the years.

In an effort to meet the documented need for staff development of part-time faculty in southern Nevada, the conceptualization and design of an appropriate model for program development has been undertaken. The model focuses on the largest community college institution of the State, Clark County Community College.

The proposed plan was developed based on several criteria which initially served as the research questions. The first of these were perceived needs for part-time faculty staff development as identified by all community college professional

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staff. The second was the identification of optimum desirable conditions for the conduct of a staff development program.

The model was developed and is based on a need confirmed by the literature, an extensive survey conducted among community college faculty and review by an advisory committee. It is organized and presented in the following manner: (1) Administration of the training, (2) Determination of training needs, (3) Development and organization of curriculum components, (4) Identification of populations to be served, (5) Logistics of the training program, (6) Funding, and (7) Support services.

THE MODEL

Administration of the Training

Ultimate responsibility for the overall administration of part-time faculty staff development should reside with the office of the academic officer in charge of instruction. Since this officer, usually a dean of educational services, dean of instruction or dean of academic affairs, has numerous other responsibilities, an assistant dean or director should be appointed to assume the specific duties. This appointment, however, should not preclude the dean's commitment but rather should enhance the opportunity for administration to reaffirm its support for quality instructional development and delivery by part-time faculty.

The responsibility of the appointed person would be to

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coordinate all campus staff development activities with special emphasis placed on part-time faculty training. Further, this administrator would serve on any institutional professional development committees and see that part-time faculty training is made an integral part of the total educational process.

To insure that all faculty are informed about part-time faculty staff development activities, a strong in-house program of promotion should be instituted. Every effort should be made to explain the benefits of total staff participation and to enlist the assistance of all professional staff. One way of accomplishing this would be to institute a well organized and coordinated mentor system thereby linking full-time and part-time faculty directly. The promotional effort should include data regarding in-house university credit which would be arranged for participants as well as specific and special incentives that could be offered by the institution. Specific incentives might include salary increases, priority in teaching assignment, voluntary committee participation or leadership and supervisory responsibilities which might capitalize on experience obtained outside of education. Every effort should be made to help part-time faculty avail themselves of staff development training, including an appeal to their commitment to the education profession.

Finally, provision should be made for an an-going program of evaluation. A successful program would focus primarily on formative evaluation but would not exclude others as may become necessary.

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Determination of the Training Needs

A formal training program must be based on the needs of the population to be served, in this case, community college part-time faculty. A search of the literature and a survey of part-time faculty indicated that the following major categories should be addressed in a staff development training program: (1) Instructional development and delivery, (2) Legal aspects of education, (3) Mission of the community college, and (4) Classroom and lab management of education. These categories will be expanded upon in the following section. An analysis of the survey data suggests that the listed categories be addressed in the curriculum with the following order of priority:

1. Mission of the Community College
2. Instructional Development and Delivery
3. Legal Aspects of Education
4. Classroom and Lab Management of Education

Each of the broad categories listed above contains numerous specific potential curriculum components. These are developed and organized in the following section.

Development and Organization of Curriculum Components

The model includes potential curriculum components identified from the literature and included in the survey component of the study. Part-time faculty were asked to indicate the perceived training need for each element and

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from this a prioritized listing was developed. The following outline is a result of the compilation, analysis and prioritization of the data. It would be used in writing the staff development training program and course syllabus.

I. MISSION OF THE COMMUNITY COLLEGE

1. Adult and Continuing Education
2. Vocational - Technical Education
3. University Transfer Education
4. General Education
5. Developmental Education
6. Philosophical Base
7. Historical Development

II. INSTRUCTIONAL DEVELOPMENT AND DELIVERY

1. Increasing Student Motivation
2. Reinforcing Student Learning
3. Accommodating Different Learning Rates
4. Cooperation/Communication Among Colleagues
5. Characteristics of Effective Instructors
6. Course and Curriculum Development
7. Grading Systems Compatible With Instructional Objectives
8. Self-Analysis of Teaching Skills
9. Developing Course Outlines
10. Writing Test Items
11. Writing Instructional Objectives
12. Diagnosis of Learning and Teaching Problems
13. Application of Learning Principles to Instruction
14. Course Entry-Exit Level Skills Assessment
15. Selecting, Developing and Using Multi-Media Learning Resources.
16. Academic Advising/Counseling of Students
17. Helping Students to Explore Their Motives, Attitudes and Beliefs
18. Techniques for Evaluating Instructional Strategies
19. The Use of Computers in Teaching and Learning
20. Utilizing Group Process Skills in Class Discussions
21. Use of Community Resources as Teaching Tools
22. Writing Lesson Plans
23. Identification of Developmental Education Students
24. Textbook Selection and Review
25. Applying Research Findings on Teaching and Learning

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26. Structuring Interdisciplinary Learning Experiences

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27. Developing Programs for Disadvantaged and Handicapped Students
28. Developing and Using Self-Instructional Packages
29. Orienting Students to Individualized Instruction
30. Developing Audio-Tutorial Instructional Materials
31. Conducting Research Related to Teaching and Learning.

* Elements 27 - 31 should be included only if time permits.

III. LEGAL ASPECTS OF EDUCATION

1. Accountability
2. Disciplinary Rules and Regulations
3. Academic Freedom
4. Civil Rights/Non-Discrimination
5. Liability
6. Grievance Procedures
7. Malpractice (to be included only if time permits)

IV. CLASSROOM AND LAB MANAGEMENT OF EDUCATION

1. Communications With Administrators
2. Organizating and Maintaining the Learning Environment
3. Safety Considerations, Fire & Accident Prevention
4. Security
5. Inventory Control and Record Keeping (to be included only if time permits)

From the list of organized curriculum elements presented above, specific unit objectives and material together with delivery methods should be selected. Finally, key professional staff selected from administrators, full-time and part-time faculty, should be identified and invited to assume a leadership role in the presentation of instruction.

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Identification of Populations to be Served

The primary population targeted by this model is part-time faculty teaching at the community college level of higher education. However, full-time faculty and administrators must also be intimately involved as supporting staff. It has already been suggested that full-time faculty act as mentors to the part-timers. This would have several benefits such as insuring further continuity among institutional programs and helping part-time faculty feel a part of the total institutional staff.

Administrators play a vital role. Without their support, especially those directly responsible for instruction; the staff development program is doomed to failure. The role of administrators is so important that leadership for the program must be given to an administrator singularily responsible for the total program. Ultimate responsibility for the success of the program must rest with this person.

The focus of the program is part-time faculty and as such, they are the major population segment to be served. Part-timers must be made to feel a vital part of the staff and must be treated as professionals in their field. They may however, have limited training as professional educators and thus need the benefit of the proposed training program.

New part-time faculty should be formally integrated into the total institutional effort through a well planned orientation meeting. Following this, it is suggested that they be included in periodic college-wide meetings. Finally,

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they should be invited to actively participate in divisional meetings.

To insure that a staff development training program is well accepted and successful, part-timers must be included in every step of the program plan. Their active participation in the development and delivery should not be overlooked.

It is important and well documented in the literature that qualified staff administrators, full-time and part-time faculty be intimately involved in the development and delivery of instruction. Especially acute would be the involvement of part-timers who may bring a vast amount of experience and training from outside the formal academic setting. These people would add breath to the program and possibly relate to peers in a way that could not otherwise be achieved. Also, in the course of this research, many part-time participants indicated qualifications and a sincere desire to be actively involved in such an effort. These people should be contacted and their expertise utilized.

Logistics of the Training Program

Most part-time faculty teach throughout an entire semester and usually during the evening hours when the institution is in session. Also, time for professional development is at a premium because they are employed full-time on jobs outside of the institution. With these constraints in mind and based on the data collected, the following suggestions are offered in establishing the logistical parameters of a staff

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development training program for part-time faculty:

1. The most feasible way to learn the professional skills previously identified would be through on-campus short term workshops.
2. To insure the greatest amount of part-time faculty participation, workshops should be scheduled for either breaks during the school year or on weekends during the school year.
3. August, September and January should be selected as the most convenient months for the conduct of training.
4. The longest duration for any single workshop should be limited to one-half to one day.

Due to the extensive amount of potential instructional material to be taught, some discretion must be used in planning for the total staff development program. Obviously, a single workshop per year will not suffice, so it is suggested that the program be designed to be on-going with a minimum of two major workshops per year. Also, some thought should be given to the feasibility of offering several short workshops throughout the year and allowing part-time faculty to select those most convenient to them and meeting an immediate need.

Since an on-campus location for training seems to be the most desirable, a suitable location should be selected which will accommodate the maximum number of participants expected. Also, provisions should be made for refreshments and meals if possible.

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Funding

Any quality instructional effort must draw from two major resources, human and financial. The human resources required for the proposed staff development program have already been addressed. The financial resources have not and must be delimited lest they impose unnecessary restrictions.

Since the primary purpose of part-time faculty staff development is to assist part-timers to become good educators a moderate amount of the cost could be borne by them. However, this should be the case only if other avenues of funding cannot be found.

The survey data indicated that part-timers would be willing to pay a cost of $10.00 to $20.00 for the program especially if the program must be conducted in an off-campus location. If a charge is in fact passed on to the faculty some form of itemized listing should be provided so that they know how the money is to be utilized. Benefits for their investment should also be explained such as in-service university credit, certificates of completion, course handout materials, or meal expenditures.

Finally, some form of funding may have to be arranged for specialized support services. This might include special printing costs, rental fees for audio visual equipment or honorariums for speakers and workshop leaders.

Support Services

Several vital elements must be made an integral part of

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a total staff development program. The first of several is the formation of an advisory committee which would function under the direct supervision of the administrator in charge of the program. The committee would be representative of all staff involved in the program and would include faculty from all instructional areas or divisions. Consideration should be given to providing these people with an honorarium for their services so that they are rewarded with an incentive to give the best possible performance.

The duties of the committee should include assisting with the specific planning of appropriate workshops, liaison with other related advisory committees, and publication of a newsletter designed to keep all staff aware of coming professional development opportunities. Meetings of the advisory committee should be held frequently, especially at the onset of the program, and should be open to any interested staff.

Another support service which should be provided is the publication of a part-time faculty handbook. Included in the handbook would be the following: the mission of the community college, governing board and college policies which relate directly to part-time faculty, key calendar dates, matters of salary and fringe benefits, absences and substitutes, emergency procedures, services available on campus, key administrative personnel and, evaluation and grading procedures. The handbook should be structured as a ready reference tool for the part-timers and should include other data the advisory committee deems necessary. It could be modeled after the full-time faculty manual and should be updated every year.

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A final inclusion in the handbook should be a section dealing with upcoming staff development workshops or activities. The goals and objectives of such a program should be clearly stated and the benefits of staff participation explained.

A final consideration for staff development support must be the full cooperation of first line supervisors or divisional directors. These people must provide schedule flexibility, substitutes, released time, travel funds or whatever is necessary for the ultimate success of the program. Often times even simple words of encouragement to part-time faculty provide the necessary impetus to insure success of a program.

Summary

The above discussion focused on a model which can be used in the development and refinement of a staff development training program for community college part-time faculty. The model was based on a review of literature, a survey conducted among professional community college staff and communication with an advisory committee. The organization of the presentation was based on major categories identified in the literature and prioritized with respect to data collected in the survey. Potential curriculum components were listed and program parameters were identified. The model is the culmination of the total research project and can be used as a blueprint for further program development.

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Every effort was made to keep the model broad enough to accommodate immediate and changing needs and to maximize the creativity of the program advisory committee and the administrator in charge of the total effort.

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